

9.09 SPECIAL EDUCATORS (ADVANCED)

(EFFECTIVE DATE AUGUST 1, 2002, MANDATORY FOR VISITS AUGUST 1, 2004)

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments are provided as a guideline. Institutions are not restricted to using the examples listed, but may develop others that demonstrate candidates' ability to apply what they have learned in the P-12 school setting.

The following standards apply to advanced programs preparing special educators for elementary and secondary schools. Programs delivered at the graduate level must address the Common Core and the applicable specialization area standards in Chapter 8.11, and must meet the following requirements for Advanced Programs in Special Education.

- 9.9.1 The program curriculum is advanced in rigor and results in advanced knowledge, skills, and dispositions in teaching students with special needs. The program reflects consideration of the National Board for Professional Teaching Standards (NBPTS), the Council for Exceptional Children (CEC), and the National Council for the Accreditation of Teacher Education (NCATE) standards for advanced study.

Evidence that the course work is advanced in nature may include:

- Evidence that the program meets the institution's criteria for advanced studies.
- Information explaining the degree to which the advanced courses are open to undergraduates.

- 9.9.2 The program provides candidates with advanced knowledge and skill that parallels all requirement areas in the North Dakota Standards for Program Approval 8.11.CC: Common Core standards for all special education teachers.

Performance assessments: See 8.11 CC: Common Core examples.

- 9.9.3 The program provides candidates with advanced knowledge and skill that parallels all requirement areas in the applicable special education area of the North Dakota Standards for Program Approval 8.11 being addressed (i.e. 8.11.DH: Deaf and Hard of Hearing, 8.11.VI: Visual Impairment, 8.11.MR: Mental Retardation, or 8.11.ECSE: Early Childhood Special Education, etc.).

Performance assessments: See 8.11 specialty area examples.

- 9.9.4 The program requires candidates develop the ability to apply research and research methods relevant to the advanced field of study, including recent research-based knowledge, concepts, and analytical capabilities of the exceptional child specialty area. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Evaluate research methods and findings.
- Locate and use research data as knowledgeable consumers.
- Engage in research activities appropriate to the area of study and candidate's professional role.

- 9.9.5 The program requires observation and field practicum experience in elementary school, secondary school, or preschool settings appropriate to the exceptional child specialization area. Programs leading to initial licensure meet all state requirements for initial licensure, including student teaching in the specific area and grade level of licensure. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Performance assessments: None in addition to Common Core and specialty area requirements.

- 9.9.6 The program requires the study of current, appropriate instructional technologies. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- demonstrate appropriate use of various technologies within their instructional practices.
- select and use appropriate technology tools specific to the area(s) of specialization in special education.
- use technology to effectively manage communications, planning, and record keeping.